DOCUMENT RESUME

ED 475 178 PS 031 181

TITLE	Pathways to Professionalism: Florida's Strategy for Early Childhood Career Advancement. Voluntary Professional Portfolio for Early Childhood Professionals--Trainee and Levels I, II and III [with] CD-ROM.
INSTITUTION	Florida Head Start State Collaboration Office, Tallahassee.
PUB DATE	2002-11-00
NOTE	50p.
AVAILABLE FROM	Florida Head Start State Collaboration Office, 600 S. Calhoun Street, Suite C260, Tallahassee, FL 32399-0240. Tel: 850-414-7757; Fax: 850-414-7760; Web site: http://www.floridaheadstart.org.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	CD ROMs; *Child Care; *Child Caregivers; Early Childhood Education; *Portfolios (Background Materials); *Preschool Teachers; *Professional Development; State Programs
IDENTIFIERS	*Florida; Professionalism

ABSTRACT

As part of a system of early childhood career advancement in Florida, this document describes the early childhood education profession and presents--in both a written format and a CD-ROM--steps and guidelines for preparing a voluntary professional portfolio. The portfolio is highlighted as an opportunity to document one's educational and professional work experiences as a demonstration of accomplishments and professional competency. The document is organized in three major sections. Section 1, presented in a question-answer format, describes the early childhood profession and its requirements, discusses ways to prepare for entering the field, and describes how the voluntary portfolio fits into the statewide professional development program. Section 2 presents steps and guidelines for preparing the portfolio, including the completion of a self-assessment, development of a goal statement and a personal teaching philosophy, and documentation of education and training requirements. Section 3 contains the forms for completing the portfolio. The exit requirements checklist completes the document. (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 475 178

PATHWAYS *to* PROFESSIONALISM

FLORIDA'S STRATEGY FOR EARLY CHILDHOOD CAREER ADVANCEMENT

VOLUNTARY PROFESSIONAL PORTFOLIO *for* Early Childhood Professionals - Trainee and Levels I, II and III

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Mary E. Bryant

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

PS 031781

BEST COPY AVAILABLE

CONTENTS

Preface 3
Acknowledgments 4

Welcome to the Early Childhood Education Profession: Questions and Answers 5
What is the Early Childhood Profession? 6
How Do I Know If Early Childhood Is the Right Field For Me? 7
Who May Enter the Early Childhood Profession? 8
Where Will I Be Working? 9
What Will I Be Doing? 10
How Else Might I Prepare For Entering the Field? 11
What is a Voluntary Portfolio? Why Should I Prepare One? 12
How Does the Voluntary Portfolio Fit Into the Pathways to Professionalism Career Advancement Framework? 13

Steps and Guidelines for Preparing the Portfolio 14
Step 1 Review Entrance and Exit Requirements by Level 15
Step 2 Review Florida Core Knowledge and Skills from Trainee Through Level III 18
Step 3 Complete Self-Assessment and Develop Goal Statement and Personal Teaching Philosophy 18
Step 4 Complete General Information Sheet 19
Step 5 Document Work Experiences 19
Step 6 Document Florida Department of Children and Families (DCF) Introductory Training, Administrator Credential and CPR/First Aid Requirements 19
Step 7 Document Florida Department of Children and Families (DCF) Required Annual 8-hour In-service Training and Education 20
Step 8 Document and Verify Not-for-College Credit Professional Education And Training and Complete Reflective Practices Statements 20
Step 9 Document For-College Credit Education Courses 21
Step 10 Document Education Resulting in a Degree or Certificate 21
Step 11 Document Professional Participation, Contributions and Service 22
Step 12 Complete Reflective Personal Enhancement Statement 22
Final Step Complete Exit Requirements Checklist 22

Forms for Completing the Portfolio 23
Form 1-A Self-Assessment 24
Form 1-B Setting Personal Goals to Achieve Professional Goals 25
Form 1-C My Personal Teaching Philosophy 26
Form 2 General Information Sheet 27
Form 3 Work Experiences 28
Form 4-A State-Required Training 31
Form 4-B State-Required Training 33
Form 4-C CPR/First Aid Requirement 35
Form 5 State-Required Annual 8-hour In-service Training 36
Form 6-A Not-for-College Credit Education/Training 37
Form 6-B Not-for-College Credit Education/Training Verification Form 38
Form 6-C Not-for-College Credit Education/Training Reflective Practices Statement 39
Form 7 For-College Credit Education Courses 40
Form 8 For-College Credit Education Resulting in a Degree or Certificate 41
Form 9 Professional Participation, Contributions, and Service 42
Form 10 Reflective Personal Enhancement Statement 45
Appendix A CDA Competency Goals and Functional Areas 46
Appendix B Core Knowledge and Skills Domains 47

Exit Requirements Checklist 48

PREFACE

The Voluntary Professional Portfolio is part of a system of career advancement in Florida called *Pathways to Professionalism: Florida's Strategy for Early Childhood Career Advancement*. The *Pathways* strategy maps out a framework for the preparation of the early childhood workforce. Key strategies that build the *Pathways* framework are:

- A body of core knowledge that describes what all early childhood professionals should know and be able to do
- A career lattice that is built on the core body of knowledge and identifies the roles and responsibilities of early childhood professionals in increasing levels, based on educational attainment, competence and career achievements
- A system of professional preparation which ensures that educational experiences count toward a higher level of achievement and that guarantees articulation of credit between levels
- Initiatives to improve compensation of the early childhood workforce based on educational attainment, experience, competence and professional contributions in the field
- A portfolio process that assists professionals in documenting their educational achievements, employment experiences, competencies and professional contributions
- An approval process for ensuring the quality of education and training opportunities and the qualifications of personnel
- A mechanism for timely distribution of information related to early childhood preparation
- Specialized credentials that recognize the particular expertise that is required for specific early childhood jobs
- The development of leadership in the field

The Voluntary Professional Portfolio is designed to provide you, the early childhood professional, with an opportunity to document your educational and professional work experiences in order to demonstrate your accomplishments and the level of professional competency you have achieved. Guidelines that specify the professional and work experiences for each of four levels of the career ladder/lattice display the expectations that you may use to chart your career path.

A portfolio serves several important purposes, namely, (1) a tangible documented record of your professional accomplishments, (2) a record to demonstrate competence when seeking a position, (3) evidence to justify compensation, (4) for documentation for the CDA credential, and (5) a self-study to guide you to next steps in your career advancement.

ACKNOWLEDGEMENTS

The Voluntary Portfolio represents the expertise and experience of a number of people who have worked over the years to support quality programs for young children. Bringing these early childhood educators together for this project was made possible through a grant to Florida's Collaboration for Young Children and Their Families, A Head Start State Collaboration Office from the Department of Health and Human Services, Administration for Children and Families, Region IV.

The members of the Training Systems/Voluntary Professional Portfolio Workgroup included Ellie Chisholm, Lynne Eldridge, Ellen McKinley, Regina Pleas, Sheri Polhemus, and Julie Rogers. They reviewed information from a variety of sources as well as efforts in other states and determined the content of a portfolio for Florida.

Members of the Core Knowledge Workgroup who worked thoughtfully to define the Core Knowledge and competencies for each level of the career ladder/lattice included Wendy Cheney, Judith Cohen, Jeanne Flanigan, Matti Friedt, Carol Grabill, Amy Hood, Gege Kreischer, Kofi Marfo, Madeleine O'Dea, Hilde Reno, Nanette Rodgers, Michelle Sizemore, Janice Wood, Susan Yaskin, and Nancy Ratcliff, chairperson.

Special thanks goes to Ann Dieterle who capably coordinated arrangements for meetings and assisted with keeping notes of the discussions which were invaluable to Jan McCarthy in summarizing the information and developing the portfolio prototype.

Katherine Kamiya

WELCOME TO THE EARLY CHILDHOOD EDUCATION PROFESSION

Question

WHAT IS THE EARLY CHILDHOOD EDUCATION PROFESSION?

Answer

The Early Childhood Profession in Florida is an occupation that:

- has a service orientation–working on behalf of providing high quality care and education experiences in a safe and healthy environment for young children (birth through age 8) and their families
- bases its work on understanding young children's growth, development, and learning and the environments and practices that foster development
- bases its work on a core body of knowledge that describes what professionals should know and be able to do in the care and education of young children
- has a marketable product–providing care and education of young children
- has a code of ethical standards
- has professional autonomy that functions within the laws of local, state and federal governments
- has standards related to professional preparation and has identified ways to enter and advance on the career pathway
- carries with it certain privileges and prestige because of membership in the field
- has a Voluntary Professional Portfolio for you to document your professional preparation, experiences, and contributions to the field

Question

HOW DO I KNOW IF EARLY CHILDHOOD IS THE RIGHT FIELD FOR ME?

Answer

The early childhood education field offers individuals positions that are very rewarding and very challenging. Caregiving roles are not for everyone. It is important that individuals entering the field possess the following qualities:

- Enjoy being around children for long periods
- Know how to be warm and responsive to children
- Have self-confidence
- Are enthusiastic and energetic
- Are comfortable talking to children, even children who can not or do not respond
- Are flexible and can adjust to changes
- Know how to ask for help when it is needed
- Are self-reliant and motivated
- Are committed to the job

The last quality is particularly important because young children develop strong attachments to the individuals that care for them. Changes in caregivers can be quite unsettling to young children and can affect social and emotional development.

On-going training is important to professional development in the field. There are state regulations that dictate requirements for staff in the field of early education and care, and it is important that you become familiar with those requirements. Contact your local licensing office for information.

At every position, individuals in the early childhood field make remarkable contributions to children's growth and development. Entry level staff provides important opportunities for children to have interactions with adults, find comfort when needed, participate in play, and learn. As individuals garner additional experience and training, they assume additional responsibilities such as designing classrooms, planning curriculum, providing guidance to new staff, and developing parent involvement activities. Further education can lead to administrative, training, and technical assistance positions in the field. At each level, professionals play critical roles in providing nurturing, safe, and learning environments for young children.

Despite the importance of this job to the growth and development of children, to the well-being of families, and to the success of our nation, it is not a well paid profession. Individuals entering the field need to be aware of this reality and committed to helping the profession improve and grow.

Question

WHO MAY ENTER THE EARLY CHILDHOOD PROFESSION?

Answer

The early childhood education profession has personnel working in various capacities assuming a broad range of responsibilities; therefore, persons may enter the field with varying levels of experiences and professional preparation as long as they actively engage in developing their professional knowledge and expertise.

Persons entering the field may have:

- a baccalaureate or graduate degree in early childhood education or a related field including experiences working with young children
- an associate degree in early childhood education or a related field including experiences working with young children
- a Child Development Associate (CDA) credential including experiences working with young children
- credentials from high school or technical school programs in early childhood education or a related field including experiences working with young children
- work experiences with young children and in-service professional development experiences
- no previous experiences or professional preparation

Question

WHERE WILL I BE WORKING?

Answer

There are a wide range of programs designed to meet the needs of young children and their families. They serve different purposes, are regulated by different agencies, and are sponsored by a wide variety of organizations, institutions, individuals, or agencies. Therefore, each program will have its own requirements for professional preparation and work experiences with young children that are associated with the various positions in the program.

You might look for a position with:

- ***Head Start*** –a federally funded program serving young children from low-income families–ages infancy through age five
- ***child care centers*** –sponsored by both profit and not-for-profit agencies, organizations, or institutions (such as individuals, corporations/employers, faith-based institutions, or community agencies)–designed to provide for both care and education during a portion of the day when the parents are not available to do so
- ***family child care homes*** –providers who care for a limited number of children on a regular basis in their homes when the parents are not available to do so
- ***public schools*** –may have pre-kindergarten, kindergarten, primary, and school-age education programs
- ***home visitors programs*** –designed to work with young children and their families in an individualized program in collaboration with families and offered in the child's home
- ***nursery schools*** –programs sponsored by both for-profit and not-for-profit agencies, organizations, or institutions to provide educational and social experiences for young children during some portion of the day

Question

WHAT WILL I BE DOING?

Answer

The positions that are available will depend on the level of professional preparation and experience that each person brings with them. Each program will have designated job titles with accompanying responsibilities based upon the purpose and size of the program. The types of positions that might be available are:

- ***assistant teacher*** –working under the supervision and support of a lead teacher in inclusive classrooms for young children (birth through age 8)
- ***teacher*** –the person responsible for planning, implementing, and evaluating the education and care experiences for a group of children in an inclusive classroom
- ***family child care provider*** –a person who has completed the state requirements for offering inclusive child care services in his or her home
- ***school-age care provider*** –a person responsible for care, enrichment, and recreation programs for school-age children, before and after school, and on holidays
- ***education coordinator*** –person responsible for assisting with the planning, coordination, and implementation of the children's inclusive educational programs for an agency or organization with several programs
- ***director/administrator*** –person who serves as program administrator and assures that all parts of the school or center operation function effectively
- ***assistant director*** –person who serves as assistant to the director and assumes certain responsibilities of the operation as determined by the director
- ***other roles*** –variation exists among programs for other related roles, such as centers that have substitute teachers or assistants who work with special programs for parents

Question

HOW ELSE MIGHT I PREPARE FOR ENTERING THE FIELD?

Answer

In addition to completing a professional portfolio, ensure that you have the following items available during a job interview:

- Photo Identification
- Social Security Card
- Resume
- Background Screening Documentation (if you have held prior positions in the field; if not, the employer will assist you with the background screening process)
- Letters of Recommendations

Be prepared to answer questions during the interview. Here are a few possible questions that may be asked of you:

- What is your previous experience?
- Why are you interested in this position?
- How would you describe your teaching style?
- Where do you see yourself professionally in five years?
- How would you handle a child that is hitting another child?
- When you get upset with a child, what do you do?
- How do you relate to parents?

Here are a few questions you might want to ask the interviewer:

- What is the program's philosophy of early education and care?
- Do you provide orientation or training for new employees?
- What are the requirements of the position?
- What are the responsibilities of the position?
- Are there opportunities for staff to meet and share ideas?
- What on-going training is required?
- Is further training encouraged?
- What types of parent involvement activities are provided?

After the interview, send a brief note thanking the interviewer. Even if you are not hired, you may be remembered for future positions or your name may be recommended for another position.

Question

WHAT IS A VOLUNTARY PORTFOLIO? WHY SHOULD I PREPARE ONE?

Answer

The Voluntary Portfolio is designed to help all persons in the early childhood education field keep a record of their professional preparation, work experiences and accomplishments in the field. The Portfolio also provides you with a place to record on-going achievements in the field and to update your competencies related to work with young children. The Portfolio record provides documentation that validates your achievement.

When hiring new personnel, the person(s) in charge of recruitment, screening, and selection of new employees will want to examine your credentials for hiring. They may use this information to determine your placement on a salary schedule and perhaps later to receive an advancement to a new position. Therefore, your Voluntary Portfolio provides a way for you to collect, document, and keep a current accurate record to display for potential employers information about your:

- Work experiences with young children and their families
- Attainment of formal education (i.e., degrees, credentials and credit courses at colleges and universities)
- Attainment of informal professional development activities (i.e., in-service workshops, conference sessions, etc.)
- Professional participation, contributions and service
- Personal attributes
- Efforts to keep abreast of best practices for young children and their families
- Commitment to the profession

Question

HOW DOES THE VOLUNTARY PORTFOLIO FIT INTO THE PATHWAYS TO PROFESSIONALISM FRAMEWORK?

Answer

In Florida, personnel may enter the early childhood profession with no previous professional preparation or experience. For persons wanting to pursue a career working with young children, the path to follow is not always clear.

The Portfolio is linked to the *Pathways* strategies by:

- Identifying for professionals the roles, responsibilities, competencies and commitments associated with a career as an early childhood educator
- Providing information about how to advance on the career path
- Linking together (1) a core body of knowledge; (2) a career lattice that is built on the core body of knowledge and that identifies the roles and responsibilities of early childhood professionals in increasing levels, based on educational attainment, competence and career achievements; and (3) documentation of educational and experiential attainment and achievement at each level

STEPS AND GUIDELINES FOR PREPARING YOUR VOLUNTARY PROFESSIONAL PORTFOLIO

Steps and Guidelines for Preparing Your Voluntary Portfolio

This document contains everything that you will need to know about completing the Voluntary Portfolio.

The Guidelines are printed in two parts– Part I gives you instructions on completing the Portfolio, and Part II contains the forms that you will be completing. You will get step-by-step instructions to guide you in the development of your portfolio.

Suggestions for Developing Your Portfolio

Purchase a three-ring binder and plastic sheet protectors and divide your portfolio in the following sections:

- General information and goals
- Work experience
- State required professional education and training
- Non-college credit professional development experiences
- For-college credit education experiences
- For-college credit eduction experiences leading toward a degree or credential
- Reflective experiences
- Professional participation, contributions, and service
- Professional references

Review all of the requirements for the level you will be completing.

Gather information to document your achievements. The Portfolio Guidelines will suggest the kinds of information that you should include in the portfolio materials.

Make extra copies of the forms section to use to keep notes for yourself so that your entry copies reflect your completed information.

STEP 1 Review Entrance and Exit Requirements by Level

Each level in the career advancement system has entry and exit-level requirements. As a professional who may want to advance on the early childhood career lattice, your portfolio will provide you with a documented record and will assist you in displaying how you have accomplished the expectations associated with each level.

Professionals may enter the career lattice at the level for which they have met all of the entrance requirements including all of the trainee level exit requirements. To determine the level for which you are documenting, read the requirements of each level to assure that you meet the entrance requirements for that level. Entrance into a higher level may be based on achievement and documentation of requirements of the previous level.

LEVEL ENTRANCE and EXIT REQUIREMENTS

For Early Childhood Center Based Teaching Staff and Family Child Care Home Providers

Level	Entrance Requirements	Exit Requirements
Trainee	***For Child Care Programs*** ☐ Over 16 years of age to be counted in the personnel– to–child ratio unless the person is under direct supervision. ***For Family Child Care Home Operators*** ☐ At least 18 years of age ***For Large Family Child Care Home*** ☐ At least 21 years of age to operate a home ☐ At least 18 years of age for employees	***For Child Care Programs*** ☐ Completion of Part I and Part II of the Department of Children and Families Introductory Child Care Training course or an approved exemption ☐ Current CPR/first aid certificate ☐ Completion of 160 clock hours of work experiences with young children in past 18 months ☐ Completion of the Department of Children and Families 8-hour in-service training in the second and subsequent years of employment ☐ High school diploma or GED ☐ 18 years of age or older ***For Family Child Care Home Operators and Large Family Child Care Home Employees*** ☐ Completion of the Department of Children and Families 30-clock hour Family Child Care Training Course ☐ Current CPR/first aid certificate ☐ Completion of 160 clock hours of work experiences with young children in past 18 months ☐ High school diploma or GED ***For Large Family Child Care Home Operators*** ☐ Completion of the Department of Children and Families 30-clock hour Family Child Care Training Course ☐ Completion of one of the Department of Children and Families 10-hour specialized modules ☐ Current CPR/first aid certificate ☐ Completion of 160 clock hours of work experiences with young children in past 18 months ☐ High school diploma or GED
Level I (Early Childhood Professional I)	☐ Completion of exit requirements for Trainee Level Child Care Program **or** ☐ Completion of exit requirements for Trainee Level Family Child Care Home **or** ☐ Completion of exit requirements for Trainee Level Large Family Child Care Home	☐ Completion of one of the following: • CDA or CDA Equivalency **or** • Child Care Apprenticeship Program **or** • Early Childhood Vocational-Technical Program
Level II (Early Childhood Professional II)	☐ Completion of exit requirements for Trainee level ☐ Completion of one of the following: • CDA or CDA Equivalency **or** • Child Care Apprenticeship Program **or** • Early Childhood Vocational-Technical Program	☐ Completion of one of the following: • An associates degree in ECE/CD **or** • An associates degree in another field including 30 credits in early childhood education and 300 clock hours of supervised teaching experience
Level III (Early Childhood	☐ Completion of exit requirements for Trainee level ☐ Completion of one of the following: • An associates degree in ECE/CD **or** • An associates degree in another field including 30 credits in early childhood education and 300 clock hours of supervised teaching experience	☐ Completion of one of the following: • A baccalaureate degree in ECE/CD **or** • A baccalaureate degree in another field including 30 credits in early childhood education and 300 clock hours of supervised teaching experience

For For Early Childhood Administrators

Level	Entrance Requirements	Exit Requirements
Foundational Level	By January 1, 2003 all child care and education program administrators/directors must have a credential as part of the minimum licensing standard. ☐ High school diploma or GED ☐ Completion of Part I and Part II of the Department of Children and Families Introductory Child Care Training course ☐ The ten-hour module Developmentally Appropriate Practices for Children with Special Needs or an 8-hour in-service training course in serving children with disabilities ☐ One of the following: A CDA; an approved CDA equivalency; a formal education exemption qualification (including a waiver); or a documented employment history recognition ☐ One course in the curriculum area Overview of Child Care Center Management ☐ One year of experience in on-site child care and education program administration	☐ Completion of all of the entrance requirements for the Foundational Level ☐ Three approved courses in child care education and program administration, or an exception (the course in the curriculum area Overview of Child Care Center Management can count as one of the three courses) ☐ Two years of experience in on-site child care and education program administration
Advanced Level	☐ Completion of the exit requirements for the Foundational Level	

Recommendations for all levels:

(1) Professionals should demonstrate ability to speak, read, write, and perform basic math.

(2) Professionals should demonstrate social knowledge – ability to build harmonious relationships with children and adults.

STEP 2 Review *Florida Core Knowledge and Skills from Trainee Through Level III*

Florida Core Knowledge and Skills from Trainee Through Level III describes what early childhood educators should know and be able to do at each level of Florida's early childhood career ladder/ lattice. (see Appendix B) In Florida, there are 6 core knowledge and skills categories. These categories, in general, contain the body of knowledge that forms the basis on which early childhood workshops and classes are developed. The format and categories used for Trainee Level through Level III on the career lattice follow the approved guidelines for knowledge and skill in associate, baccalaureate, and graduate degree programs.

Florida Early Childhood Education Core Knowledge and Skills Domains

I. Child Development and Learning
II. Curriculum Development
III. Culture and Diversity
IV. Family and Community
V. Assessment and Evaluation
VI. Professionalism and Field Experiences

In addition, *Florida Core Knowledge and Skills from Trainee Through Level III* provides the content on which to conduct a self-assessment. A self-assessment enables you to reflect on personal strengths and determine areas for which you would like more information or for which you feel there is room for increasing your competency.

Read each category in the core knowledge document and use the information to guide you in making your self-assessment and planning your professional goals that you will pursue to complete the competencies for this level.

STEP 3 Complete Self Assessment and Develop Goals Statement and Personal Teaching Philosophy (Forms 1-A, 1-B & 1-C)

The self-assessment is organized in three parts. Form 1-A has two columns– the first column asks you to identify and select your strengths – those things that you do well. The second column lists things that early childhood educators should be able to do. Review these items and select the things you would like to know more about or in which you would like to increase your competence.

After you have selected the items in which you want to take action, use Form 1-B to write your goal(s) for this year. You may want to refer to the core knowledge and skills document to help you write your goal(s). You now have a plan to help you begin working toward completing the professional requirements for this level.

Finally, use Form 1-C to write your personal teaching philosophy. This activity will help you better understand your beliefs and attitudes about teaching in the early childhood field.

STEP 4 Complete General Information Sheet (Form 2)

This form will establish a record of your general information when you begin the process of developing your Portfolio. You may want to make extra copies and complete one each time you begin a new level.

STEP 5 Document Work Experiences (Form 3)

Work experiences include those positions you have held related to the care and education of young children. Each level requires different amounts of work experience. The Level Entrance and Exit Requirements listed previously (page 14), can be used to determine how much experience you need for the level for which you are applying.

It is suggested that work experience be documented annually. This provides you with a documented record that is often difficult to recreate later as programs and directors may change. This documentation also assists in building a professional resume.

For each work experience you will want to include documentation of proof of employment. Documentation can include letters from employers, tax records, or some form of evidence that verifies your employment history.

STEP 6 Document Florida Department of Children and Families (DCF) Introductory Child Care Training, Administrator Credential and CPR/First Aid Training (Forms 4-A, 4-B and 4-C)

To enter any level other than the Trainee Level, you must complete the Florida Department of Children and Families Introductory Child Care Training Course or the Family Child Care Training Course. Use Form 4-A to document when you complete the five modules in Part I or the Family Child Care Training Course. Attach a copy of the *two* certificates that were issued when you completed the training.

In addition to the five (5) introductory modules, all levels beyond Trainee require you to complete one specialized training module. This module should be with the age group with which you are working. Complete Form 4-B and attach a copy of your certificate that was issued upon completion. Use Form 4-B to document completion of Administrator Credential requirements as well.

Personnel working with young children at Levels I, II and III are required to have a current CPR/ First Aid certificate. Complete Form 4-C form and attach a copy of your current certificate.

STEP 7 Document State Required Annual 8-hour In-service Training and Education (Form 5)

Each year between July 1 and June 30 of the second and subsequent years, all early childhood professionals must complete eight hours of in-service training to keep updated and continue to grow professionally. This information must be recorded for child care licensing personnel to review.

Your participation in training and education activities may meet more than one requirement in a Level. You may be able, for example, to use the professional development/training that you are engaged in to address the requirements for a CDA Credential and the requirements for the 8-hour in-service training.

Complete Form 5 and attach a copy of the certificate that shows your compliance.

STEP 8 Document and Verify Not-for-College Credit Professional Education/Training and Complete Reflective Practices Statements (Forms 6-A, 6-B and 6-C)

There are many opportunities to attend not-for-college credit workshops, institutes, conference sessions, or in-service sessions that support professional development. You may decide to participate in education and training experiences that go beyond the 8-hour annual in-service requirement, or you may be working toward your Child Development Associate (CDA) Credential or your CDA Equivalency. For either situation, Forms 6-A, 6-B and 6-C will help you document, verify and reflect on your not-for-college credit education and training experiences.

First, document your not-for-college credit experiences. Use Form 6-A to track how many hours of education and training you have completed, when the educational experiences took place, who issued the certificate or documentation, the topics covered and the core knowledge and CDA Functional Areas that were addressed.

Next, use Form 6-B to verify these experiences. There are several ways to verify that you participated in not-for-college credit experiences. Often presenters or instructors will provide verification of your attendance in their course. Other types of verification include:

- A signed statement on letterhead from a supervisor, stating that you have attended a specific training session, on a specific date, for a specific number of hours.
- A signed statement on letterhead from a trainer, stating that you have attended a specific training session, on a specific date, for a specific number of hours.
- An official copy of a conference certificate/stamp/seal for conference sessions granting Continuing Education Units (CEU/s) on which you have written the sessions attended and hours for each session.

- A copy of the roster or sign in sheet for a not-for-college credit course that states the course, instructor, dates, and number of hours for the course.

- A reflective paper written by you that describes the information conveyed in the session and your reaction to this information in relation to your work. Use Form 6-C for your reflective statement.

Finally, writing a reflective practices statement should be included for verification when you attend a not-for-college credit professional development/training experience and received no verification of your attendance. This reflective practices statement should express your thoughts about the information provided and why it may or may not work for you. If you tried the idea(s) with children, you might share your reaction to the results. Use Form 6-C to document your reflective practices statements.

A Note About Writing Reflective Practices Statements
At Level II and above, you should begin reviewing new information and questioning why an idea may be appropriate or inappropriate. Therefore, it is the expectation that professionals at Level II and above will write a brief reflective practices statement for all informal, not-for-college credit experiences that you include in your portfolio in addition to any other forms of verification.

STEP 9 Document For-College Credit Education Courses (Form 7)

You may have taken or are currently taking for-college credit courses at a community college, college, or university that have not resulted in the completion of a degree or certificate. Documenting these courses helps you track your progress that may eventually result in the completion of a certificate or a degree. Complete Form 7 and attach either a copy of your transcript or a copy of the official grade notification.

STEP 10 Document Education Resulting in A Degree or Certificate (Form 8)

If you have completed a degree or certificate program at a vocational-technical school, community college, college or university or if you have completed a Child Development Associate (CDA) credential, use Form 8 to record this information. Attach a copy of your CDA certificate or your transcripts for verification.

STEP 11 Document Professional Participation, Contributions, and Service (Form 9)

As a member of the early childhood profession, you have many opportunities to contribute in ways that improve the profession and at the same time provide you with opportunities to advance your skills. Continuing to learn and grow professionally is linked to many activities outside of the daily classroom experiences with children. Engaging in these activities are recognized as part of the career path. Form 9 provides a list of activities that demonstrate professional contributions in the field. Use this form for documenting your contributions to the field.

STEP 12 Complete Reflective Personal Enhancement Statement (Form 10)

Upon completion of all of the requirements for each level, you are expected to complete a Reflective Personal Enhancement Statement. This is an opportunity for you to think about your accomplishments and what you want to do next. Suggestions on Form 10 provide guidance for what you may want to include.

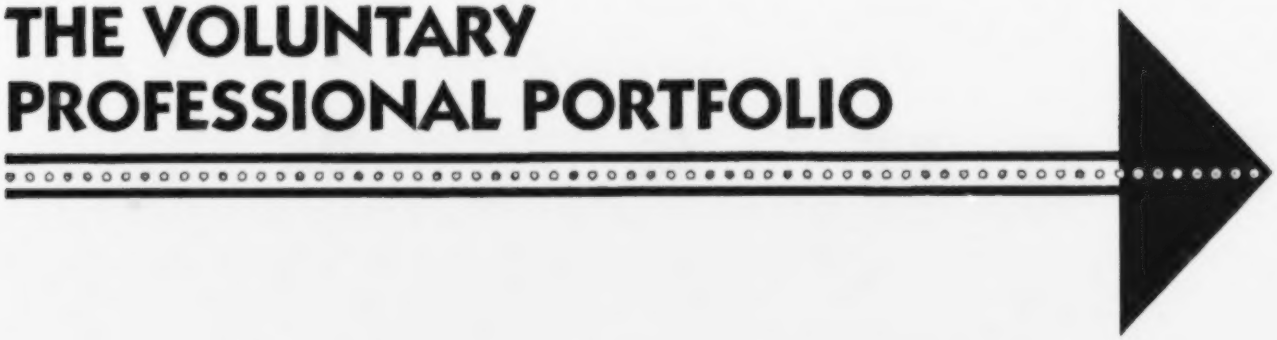
FINAL STEP Complete Exit Requirements Check List

CONGRATULATIONS!!!

Completion of the Exit Requirements Checklist is the final step in the Voluntary Portfolio process. The checklist describes all of the requirements that must be fulfilled to qualify for recognition at each level. Once you have fulfilled all of the requirements of the level for which you are working and have compiled all of the documents to verify completion, you can use the documentation in a number of ways:

1. As entrance into the next level on Florida's early childhood career lattice
2. As proof of your level of experience and competence when you seek employment in the field
3. As the basis of a professional resume

FORMS FOR COMPLETING THE VOLUNTARY PROFESSIONAL PORTFOLIO



Form 1-A

Self-Assessment

When you accept a position that involves working with young children, you have assumed a very responsible role. The early years are critical ones in the young child's development. Adults involved in providing for the care and education of young children must be responsible for developing and maintaining their understandings of how to be an effective early childhood educator. Each individual has personal strengths that help them be successful in their work. The following list identifies strengths that are related to the care and education of young children.

Select three choices from the left column that describe your strengths. Then select three choices from the right column that describe areas you want more information or for which you want to improve your competence. If your strengths or areas of improvement are not listed, add them to the box.

This two-part self-assessment and goal setting activity will serve as your personal guide as you plan your career path.

Personal Strengths (Check 3)	**Areas I want to Improve (Check 3)**
Knowledge about children's development	Knowledge about children's development
Observing and listening to children	Observing and listening to children
Planning according to children's needs	Planning according to children's needs
Knowledge of children with special needs	Knowledge of children with special needs
Planning appropriate learning experiences	Planning appropriate learning experiences
Guiding behavior	Guiding behavior
Understanding the culture of each family	Understanding the culture of each family
Planning learning centers	Planning learning centers
Involving the children's families	Involving the children's families
Meeting needs of bilingual children and families	Meeting needs of bilingual children and families
Organizational skills	Organizational skills
Planning outdoor activities	Planning outdoor activities
Building positive relationships among children	Building positive relationships among children
Knowledge of health and nutritional needs	Knowledge of health and nutritional needs
Assessing children's progress	Assessing children's progress
Reporting children's progress to parents	Reporting children's progress to parents
Working as a team member	Working as a team member
Self-motivated	Self-motivated
Patient	Patient
Using outside resources	Using outside resources
Collaborating with other people	Collaborating with other people
Networking with others in my field	Networking with others in my field
Other: _____	Other: _____
_____	_____
_____	_____
_____	_____
_____	_____

Form 1-B

Setting Personal Goals to Achieve Professional Goals

Now that you have completed your self-assessment, it is time to set your personal goals that will help you achieve your professional goals. You may set one large goal or you may choose to set smaller goals that do not take as long to complete. A goal has three parts. It will describe (1) what you will do, (2) why you will do it, and (3) what area you want to work in.

Example of a large goal:

I will (1) enroll in community college to (2) broaden my understanding of (3) child growth and development and developmentally appropriate practices for young children.

Example of small goals:

I will (1) read articles in professional journals to (2) strengthen my skills in (3) guiding behavior.

I will (1) attend a professional conference to (2) expand my thinking about (3) assessing children's progress.

Here are some words to assist you in writing your goals. These are just examples, you may choose to use others.

What will you do? (Use action word)	Why will you do this?	What area will you work to build?
enroll complete read conduct seek study	increase skills increase knowledge improve practices strengthen skills broaden knowledge expand thinking gain knowledge learn about seek professional support plan appropriate activities increase earning potential	classroom environment understanding cultures child growth and development developmentally appropriate practices family involvement guiding behavior outdoor play environments understanding of children with special needs observation and assessment cognitive development language development social development working with bilingual children and families

Write your goal or goals in this box.

Form 1-C

My Personal Teaching Philosophy

Now that you have completed the self-assessment and set one or more professional goals for yourself, you may want to spend some time writing your personal teaching philosophy – that is, your overall beliefs, concepts and attitudes about teaching that you bring to your job. There are many philosophies of teaching in the early childhood field. Understanding your personal philosophy will be helpful in determining if there will be a good fit between you and your employer when you seek a position in the field. Your philosophy may also change over time as you grow professionally. You may want to revisit your personal teaching philosophy on an annual basis.

Write your personal teaching philosophy in this box.

Form 2

General Information Sheet

Date: _____

1. Name: _____
   (last) (first) (middle)

2. Date of Birth: _____
   (month) (date) (year)

3. Home address: _____
   (street)

   _____
   (city) (state) (zip code) (county)

4. Home Phone: (_____) _____
   (area code)

5. Place of Employment: _____

   Position Title: _____

   Address: _____
   (street)

   _____
   (city) (state) (zip code) (county)

6. Work Phone: (_____) _____
   (area code)

7. Fax: (_____) _____
   (area code)

8. E-mail: _____

9. I have received: _____ a high school diploma _____G.E.D.

10. Level for this Portfolio documentation process:
    - _____ Trainee Level
    - _____ Level I (Early Childhood Professional I)
    - _____ Level II (Early Childhood Professional II)
    - _____ Level III (Early Childhood Professional III)

Form 3

Work Experiences

Please type or print your work experience in early childhood care and education. You should list only those experiences that are related to the care and education of young children. You may copy this form if you need additional pages or want to use the pages as a draft copy to organize your work experiences before preparing your final copy. It is suggested that you include your work experiences as far back as you can, and at a minimum, the previous 5 years.

Second, with each work experience, attach supporting documentation (employer letters, tax records of your employment, etc.)

Site 1

Place of Employment: _____

Address: _____
(street)

_____
(city) (state) (zip code)

Position: _____

Ages of children in your care: _____

Duration of employment: From: _____ To: _____
(date) (date)

Hours worked per week: _____

Program director/supervisor: _____

Documentation

Attach letter from employer, tax records, or some form of evidence that verifies your employment history. Letters should contain duration of your employment, ages of children you were serving, and your position.

Site 2

Place of employment: _____

Address: _____
(street)

_____
(city) (state) (zip code)

Position: _____

Ages of children in your care: _____

Duration of employment: From: _____ To: _____
(date) (date)

Hours worked per week: _____

Program director/supervisor: _____

Documentation

Attach letter from employer, tax records, or some form of evidence that verifies your employment history. Letters should contain duration of your employment, ages of children you were serving, and your position.)

Site 3

Place of employment: _____

Address: _____
(street)

_____
(city) (state) (zip code)

Position: _____

Ages of children in your care: _____

Duration of employment: From: _____ To: _____
(date) (date)

Hours worked per week: _____

Program director/supervisor: _____

Documentation

Attach letter from employer, tax records, or some form of evidence that verifies your employment history. Letters should contain duration of your employment, ages of children you were serving, and your position.

Additional Site #_____

Place of employment: _____

Address: _____
(street)

_____
(city) (state) (zip code)

Position: _____

Ages of children in your care: _____

Duration of employment: From: _____ To: _____
(date) (date)

Hours worked per week: _____

Program director/supervisor: _____

Documentation

Attach letter from employer, tax records, or some form of evidence that verifies your employment history. Letters should contain duration of your employment, ages of children you were serving, and your position.)

Additional Site #_____

Place of employment: _____

Address: _____
(street)

_____
(city) (state) (zip code)

Position: _____

Ages of children in your care: _____

Duration of employment: From: _____ To: _____
(date) (date)

Hours worked per week: _____

Program director/supervisor: _____

Documentation

Attach letter from employer, tax records, or some form of evidence that verifies your employment history. Letters should contain duration of your employment, ages of children you were serving, and your position.

Form 4-A

State Required Training

Use these forms to document completion of the Florida Department of Children & Families Introductory Child Care Training Requirements for child care personnel.

PART I - Introductory Training

Module	Date Started	Date Completed	CDA Functional Areas	CEUs/College Credit Hours
I. State and local rules and regulations which govern child care			I. 1, 2, 3 V. 12	
II. Health safety, and nutrition			I. 1, 2, 3 II. 4	
III. Identifying and reporting child abuse and neglect			I. 1 VI. 13	
IV. Child development, including typical and atypical language and cognitive, motor, social and self-help skill development			II. 4, 5, 6, 7 III. 8, 9, 10 IV. 11	

Documentation

Form CF-FSP Form 5154 : _____
(Site of training)

_____
(Issued to) (Certificate number) (Date issued)

Note: Attach a copy of the CF-FSP 5154 certificate immediately following this page.

PART I

Module	Date Started	Date Completed	CDA Functional Area	CEUs/College Credit Hours
V. Observation of developmental behaviors, including using a checklist or other similar observation tools and techniques to determine the child's developmental age level			II. 4, 5, 6, 7 III. 8, 9 IV. 11 VI. 13	

Documentation

Form CF-FSP Form 5243 : _____
(Site of training)

_____
(Issued to) (Certificate number) (Date issued)

Note: Attach a copy of the CF-FSP 5243 certificate immediately following this page.

Form 4-A

State Required Training

Family Child Care Training Course

Module	Date Started	Date Completed	CDA Functional Areas	CEUs/College Credit Hours
30-clock hour Family Child Care Training Course			I. 1, 2, 3 II. 4, 5, 6, 7 III. 8, 9, 10 IV. 11 V. 12 VI. 13	

Documentation

Form CF-FSP Form 5194 : _____
(Site of training)

_____
(Issued to) (Certificate number) (Date issued)

Note: Attach a copy of the CF-FSP 5194 certificate immediately following this page.

Form 4-B

State Required Training

Use this form to document completion of the specialized training module you are attending to meet the mandatory requirements. You may attend more than one area of specialized training. Use this form to also document completion of the Florida Child Care and Education Program Administrator Credential.

PART II
Introductory Specialized Training Modules

Module	Date Started	Date Completed	CDA Functional Areas	CEUs/College Credit Hours
1. Developmentally appropriate practices for infants and toddlers.			I. 3 II. 4, 5, 5, 7 III. 8, 9, 10 IV. 11 VI. 13	
2. Developmentally appropriate practices for young children.			I. 3 II. 4, 5, 6, 7 III. 8, 9, 10 IV. 11 VI. 13	
3. Developmentally appropriate practices for school-age children.			I. 3 II. 4, 5, 6, 7 III. 8, 9, 10 IV. 11 VI. 13	
4. Developmentally appropriate practices for children with special needs.			I. 3 II. 4, 5, 6, 7 III. 8, 9, 10 IV. 11 VI. 13	
5. Owner/operators of child care programs.			I. 3 IV. 11 V. 12 VI. 13	

Documentation

Form CF-FSP Form 5166: _____
(Site of training)

_____
(Issued to) (Certificate number) (Date issued)

- Child care and education program directors/administrators must complete either the Foundational or Advanced level of the Florida Child Care and Education Program Administrator Credential. Use this form to document the level which you have completed.

Florida Child Care and Education Program Administrator Credential

Level	Date Started	Date Completed
Foundational Level One course in the curriculum area Overview of Child Care Center Management		
Advanced Level Three approved courses in child care education and program administration		
Course 1		
Course 2		
Course 3		

Documentation

Note: Attach a copy of the Florida Child Care and Education Program Administrator Credential certificate immediately following this page.

Form 4-C

CPR/First Aid Requirement

Child care personnel at Levels I, II and III must maintain a current CPR/First Aid certificate. Use this form to provide information related to this requirement.

CPR/First Aid	Date Started	Date Completed	CDA Functional Areas	CEUs/College Credit Hours
			I. 1, 2	
			I. 1, 2	
			I. 1, 2	
			I. 1, 2	
			I. 1, 2	

Documentation

Certificate of Completion: _____
(Site of training)

_____
(Issued to) (Certificate number) (Date issued)

Note: Attach a copy of your certificate immediately following this page.

Form 5

State Required Annual 8-Hour In-service Training

Child care personnel must complete a minimum of 8-hours of in-service training annually after completion of the Introductory Child Care Training Modules. Training is to be completed during the state's fiscal year beginning July 1 and ending June 30. The training areas are:

CDA Competency Areas	Matching State Rule Areas	Certificate/ Documentation Issued by	Date Completed	# of Clock Hours/CEUs/ College Credit
I. 1. Safe	Health and safety; child abuse; playground safety			
2. Health Nutrition	Health and safety			
3. Learning	Design and use of child oriented space; playground safety; working with children with disabilities			
II. 4. Physical	Child development, typical and atypical; playground safety			
5. Cognitive	Child development, typical and atypical			
6. Communication	Child development, typical and atypical; child care for multilingual children			
7. Creative	Child development, typical and atypical			
III. 8. Self	Child development, typical and atypical			
9. Social	Child development, typical and atypical; child care for multilingual children; working with children with disabilities			
10. Guidance	Behavior management			
IV. 11. Families	Working with families; working with children with disabilities			
V. 12. Program Management	Owners or operators training program; child care management; community health and social service resources			
VI. 13. Professionalism	Course areas relating to child care			

Documentation

Form CF-FSP Form 5130: _____

(Site of training)

_____

(Issued to) (Certificate number) (Date issued)

Note: Attach a copy of the CF-FSP 5130 certificate immediately following this page. Documentation should also include copies of individual certificates that are issued at the completion of each workshop or course.

Form 6-A

Not-for-College Credit Education/Training

Not-for-college credit, informal professional development experiences provide opportunities to enhance your expertise, stimulate new ideas, complete state mandated annual in-service requirements, or develop understandings related to completion of a CDA credential. Use this form to record not-for-college credit workshops, seminars, conference sessions or courses that you have completed. Make additional copies of the form if needed. See appendices A & B to determine the Functional Areas and core knowledge domains addressed in each activity.

Date	Certificate or Documentation Issued by	Topics and Concepts Covered	CDA Functional Areas and Core Knowledge Domains	# clock hours/ CEUs

Documentation

Informal not-for-college credit professional development experiences/training can be verified in several ways. Please complete Form 6-B and attach verifying information to validate each not-for-college credit professional development experience you have attended.

Form 6-B

Not-for-College Credit Education/Training Verification Form

I verify that I attended the following informal professional development/training session and have attached an approved alternative form of documentation. A form must be completed for each not-for-college-credit session attended.

Training sponsored by _____
(Name of organization, agency, or institution)

Location of training _____
(City) (State)

Date of training _____

Topic of session _____

Type of documentation attached *(please check one)*

_____ A signed statement on letterhead from a supervisor, stating that you have attended a specific training session, on a specific date, for a specific number of hours.

_____ A signed statement on letterhead from a trainer, stating that the you have attended a specific training session, on a specific date, for a specific number of hours.

_____ An official copy of a conference certificate/stamp/seal for conference sessions granting Continuing Education Units (CEU/s) on which you have written the sessions attended and hours for each session.

_____ A copy of the roster or sign in sheet for a not-for-college credit course that states the course, instructor, dates, and number of hours.

_____ A reflective paper written by you that describes the information conveyed in the session and your reaction to this information in relation to your work. Use Form 6-C for your reflective statement.

Signed _____ Date_____

Form 6-C

Not-for-College Credit Education/Training
Reflective Practices Statement

Topic _____

Session conducted by _____

Date _____

Summarize the major understandings gained from this session and describe your reflections or ideas about how the understandings may or may not apply to your work with young children. If you have tried the ideas in your work, you may want to share your reaction to the results. Make as many copies of this form as you need.

Your reflections:

Signed _____ Date_____

Form 7

For-College Credit Education Courses

Use this form to record for-college credit courses that you have completed at a community college, college, or university. Make additional copies if needed.

Course # and Title	Credit Hours	Topic and Concepts Covered	CDA Functional Areas and Core Knowledge Domains	College/ University	Date Completed

Documentation

Attach a copy of your transcript or official grade notification from the college or university immediately following this page.

Form 8

For-College Credit Education Resulting in a Degree or Certificate

Use this form if you have completed a degree or certificate program at a training institution, a vocational-technical school, a community college, college, or university. Make additional copies if needed.

1. College/University/Community College/Vocational-Technical School/CDA Granting Institution (National or Florida Equivalency) Name:

   _____

   Address: _____
   (street) (city) (state) (zip code)

   Dates of Attendance: _____

   Major/Focus of Studies: _____

   Degree or Certificate Awarded: _____

2. College/University/Community College/Vocational-Technical School/CDA Granting Institution (National or Florida Equivalency) Name:

   _____

   Address: _____
   (street) (city) (state) (zip code)

   Dates of Attendance: _____

   Major/Focus of Studies: _____

   Degree or Certificate Awarded: _____

3. College/University/Community College/Vocational-Technical School/CDA Granting Institution (National or Florida Equivalency) Name:

   _____

   Address: _____
   (street) (city) (state) (zip code)

   Dates of Attendance: _____

   Major/Focus of Studies: _____

   Degree or Certificate Awarded: _____

Documentation

Attach a copy of your transcript or certificate from your community college, technical school, college, university or your CDA granting institution immediately following this page.

Form 9

Professional Participation, Contributions and Service

There are many ways to continue professional learning and remain motivated in working with young children. Engaging in activities that are related to the field is encouraged and should be recognized in career advancement.

Activities	Ways You are Involved in the Activity	Dates of Your Involvement in the Activity
1. Member of local affiliate of an early childhood education organization		
2. Member of a state or national early childhood professional organization		
3. Leadership position in local early childhood professional organization		
4. Leadership position in state or national early childhood professional organization		
5. Board member of a local early childhood professional organization		
6. Board member of a state or national early childhood professional organization		
7. Officer of a local early childhood professional organization		
8. Officer of a state or national early childhood professional organization		
9. Member of a state task force, committee, or commission		
10. Presenter of an early childhood workshop at local level		

Activities	Ways You are Involved in the Activity	Dates of Your Involvement in the Activity
11. Presenter of an early childhood workshop at state or national level		
12. Presenter at a community organization meeting on early childhood issues		
13. Teacher of an early childhood course		
14. Author of an article related to early childhood education		
15. Recipient of an award for specific service to the early childhood profession		
16. Supervisor of students enrolled in a formal degree program		
17. Mentor in a recognized mentoring program		
18. Providing formal consultant services		
19. Serving as a validator for state recognized accrediting agencies or organizations		
20. Serving as a national CDA representative or other nationally recognized credential representative		
21. Participating in or coordinating an advocacy activity on behalf of young children and their families		

Activities	Ways You are Involved in the Activity	Dates of Your Involvement in the Activity
22. Coordinator of early childhood conference		
23. Committee chair for early childhood conference		
24. Committee member for early childhood conference		
25. Director of an accredited center		
26. Staff in an accredited center		
27. Accredited family child care provider		
28. Presenter of a parent education workshop		
29. Prepared and participated in a parent enrichment activity		
30. Other (Please describe)		

Form 10

Reflective Personal Enhancement Statement

Upon completion of the professional development/training and work experiences expected at each level, you are asked to write a personal reflective statement that describes your professional growth during this period. You may want to describe; (1) how your work with young children has changed, (2) new information/knowledge that you have acquired, (3) how other professionals have been helpful to you, (4) what you think are your greatest strengths/ achievements, and (5) what you want to accomplish in the future. The aforementioned suggestions are provided to assist you and should not limit the information you want to express.

Reflective Enhancement Statement: *(add pages as needed)*

Appendix A

CDA Competency Goals and Functional Areas

I. To establish and maintain a safe, healthy learning environment

1. Safe: Candidate provides a safe environment to prevent and reduce injuries.
2. Health: Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.
3. Learning environment: Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.

II. To advance physical and intellectual competence

4. Physical: Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of children.
5. Cognitive: Candidate provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.
6. Communication: Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
7. Creative: Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways to express their creative abilities.

III. To support social and emotional development and provide positive guidance

8. Self: Candidate provides physical and emotional development and emotional security for each child and helps each child to know, accept, and take pride in himself or herself and to develop a sense of independence.
9. Social: Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults.
10. Guidance: Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.

IV. To establish positive and productive relationships with families

11. Families: Candidate maintains an open, friendly, and cooperative relationship with each child's family, encourages their involvement in the program, and supports the child's relationship with his or her family.

V. To ensure a well-run, purposeful program responsive to participant needs

12. Program management: Candidate is a manager who uses all available resources to ensure an effective operation. The candidate is a competent organizer, planner, recordkeeper, communicator, and a cooperative co-worker.

VI. To maintain a commitment to professionalism

13. Professionalism: Candidate makes decisions based on knowledge of early childhood theories and practices, promotes quality in child care services, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

Phillips, C. B. (Ed.). (1991). Essentials for Child Development Associates working with young children. Washington, DC: Council for Early Childhood Professional Recognition.

Appendix B

Core Knowledge and Skills Domains

I. Child Development and Learning
II. Curriculum Development
III. Culture and Diversity
IV. Family and Community
V. Assessment and Evaluation
VI. Professionalism and Field Experiences

Exit Requirements Checklist
for
Trainee Level and Levels I, II and III and Administrator Credential

Once you have completed your portfolio according to the guidelines, you are eligible to exit one level and be qualified at the next.

Exit Requirements Checklist

Trainee Level

For Child Care Programs

- ❑ Completion of Part I and Part II of the Department of Children and Families Introductory Child Care Training Course or approved exemption
- ❑ Current CPR/first aid certificate
- ❑ Completion of 160 clock hours of work experiences with young children in past 18 months
- ❑ Completion of the Department of Children and Families mandated 8-hour in-serve training in the second and subsequent years of employment
- ❑ High school diploma or GED
- ❑ 18 years of age or older

For Family Child Care Home Operators and Large Family Child Care Home Employees

- ❑ Completion of the Department of Children and Families 30-clock hour Family Child Care Training Course
- ❑ Current CPR/first aid certificate
- ❑ Completion of 160 clock hours of work experiences with young children in past 18 months
- ❑ High school diploma or GED

For Large Family Child Care Home Operators

- ❑ Completion of the Department of Children and Families 30-clock hour Family Child Care Training Course
- ❑ Completion of one of the Department of Children and Families 10-hour specialized modules
- ❑ Current CPR/first aid certificate
- ❑ Completion of 160 clock hours of work experiences with young children in past 18 months
- ❑ High school diploma or GED

Level I (Early Childhood Professional I)

- ❑ Completion of the exit requirements for the Trainee Level for Child Care Program, Family Child Care Home or Large Family Child Care Home
- ❑ Completion of one of the following:
  - ° CDA or CDA Equivalency **or**
  - ° Child Care Apprenticeship Program **or**
  - ° Early Childhood Vocational-Technical Program

Exit Requirements Checklist Continued

Level II (Early Childhood Professional II)

- ❑ Completion of the exit requirements for the Trainee Level
- ❑ Completion of one of the following:
  - An associates degree from a program in ECE/CD **or**
  - An associates degree in another field including 30 credits in early childhood education and 300 clock hours of supervised teaching experience

Level III (Early Childhood Professional III)

- ❑ Completion of the exit requirements for the Trainee Level
- ❑ Completion of one of the following:
  - A baccalaureate degree in ECE/CD **or**
  - A baccalaureate degree in another field including 30 credits in early childhood education and 300 clock hours of supervised teaching experience

For Directors/Administrators

Foundational Level

- ❑ Completion of all of the entrance requirements for the Foundational Level
- ❑ Three approved courses in child care education and program administration, or an exception (the course in the curriculum area Overview of Child Care Center Management can count as one of the three courses)
- ❑ Two years of experience in on-site child care and education program administration

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

PS031181

PATHWAYS *to* PROFESSIONALISM

FLORIDA'S STRATEGY FOR EARLY CHILDHOOD CAREER ADVANCEMENT

VOLUNTARY PROFESSIONAL PORTFOLIO *for* Early Childhood Professionals - Trainee and Levels I, II and III

PS 031181